Digital stories let students express themselves...

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Behmer is a district technology director, Denise Schmidt is professor and Chair for the Department of Food Science and Technology at Iowa State University, and Jane Schmidt is a school district teacher. Together they describe research conducted on seventy seventh graders in a language arts class collaborating on digital storytelling in groups. This study differs from others in this collection as it studies a teacher working with a group of students in 7th grade while several other annotations here discuss digital storytelling in Higher Education. The audience for this paper is instructional designers and teachers in middle school interested in implementing digital storytelling, but also administrators to enlighten them how important scaffolding of faculty is and what technology implementations are needed for engaging and collaborative learning, ideas also shared by Dogan & Robin (2008). This shows evidence that teachers need support and time for successful implementation of technology projects.


Blocher, an associate professor in the College of Education at Northern Arizona University, who has a Ph.D. with emphasis on Education Media and Computers, describes research conducted at several institutions on the use of digital storytelling in teacher preparation programs. The findings present
that students have their most difficult time with topic selection and media collection but upon project completion feel a great sense of pride in their accomplishment. The intended audience is instructional designers and educators within teacher preparation programs. While Blocher discusses the uses of digital storytelling in teacher preparation programs like Dogan & Robin (2008), Robin (2007), and Li & Moreland (2006), Blocher also suggests it as an assessment tool to be used in ePortfolios that can capture and show student progress through-out a teacher preparation program. This paper is valuable as it presents unique thoughts on considering the multimedia principle and the use of ePortfolios.


A system to manage digital assets needs to be developed to save and preserve older analog original film inventory into digital formats. As new techniques have evolved, older inventory has been digitized and the original has been thrown out without thoughts of the perhaps not ultimate quality of the new digital copy. Ben Davis is a senior scientist at the Razorfish science department. The article targets audiences interested in film and film preservation. While most publications in this annotated bibliography discuss the process of digital storytelling, this report is unique in that it speaks to preservation, the final step ensuring future access to the originally developed story. It is important to keep in mind the value of saving the original intact as digitized video uploaded to the web runs through a codec decreasing not only file size but also image quality.

Thirty-one teachers trained in storytelling workshops were surveyed and interviewed about their classroom use of the technology one semester later. 55.5% of the teachers did not use it. Reasons were time issues, lack of available technology, and lack of support. Dogan and Robin work within Instructional Technology at the University of Houston. The audiences targeted are teacher preparation programs, educators interested in implementing digital storytelling, and technology trainers. Using digital storytelling as a valuable tool in teacher preparation programs is documented also by Blocher (2008) and Li & Morehead (2006). Dogan and Robin, however, further report on the likelihood of educators using digital storytelling in the classroom after completed training. This paper is superb because it exemplifies how important it is that teachers learning a new technology not only get trained on the technology but also get time to practice, receive support, and get further ideas on how to use the new technology in the classroom.


Frazel provides a book full of ideas, links to tools, tutorials, and advice on the use of digital storytelling in education. The process is introduced, then broken up into story preparation, production, and presentation and thoroughly explained. The NETS standards for students are interwoven into the text to provide an additional support for educators. Midge Frazel is the author or co-author of 10 books and many articles for educators and librarians. She frequently holds professional workshop on
emerging technology tools. The 158 page book targets educators and others generally interested in the digital storytelling technique and practice allowing teachers to use it both as a quick reference and a source for finding further ideas relating to digital storytelling. This book stands on its own and is the best resource I have found.


Jakes splits the storytelling process into six steps: writing, scripting, storyboarding, locating multimedia, creating the story, and sharing. He discusses benefits of digital storytelling and the value-added from the interwoven elements of literacy. Jakes is a High school Instructional Technology Coordinator in Illinois having worked with digital storytelling for more than five years. He is often cited in books and scholarly papers on digital storytelling. His paper targets educators interested in use of digital storytelling in the classroom as well as Instructional designers. This paper compares to Frazel’s book, though an abbreviated version, for those just getting started. Jakes includes links to websites as well as an excellent flowchart to keep handy when in the development process. As an Instructional Designer it is good to have Jakes’ bullets of what students learn in the process handy, when being asked why students should spend time on digital storytelling.


Lambert provides a comprehensive 40 page cookbook with information and ideas. He acknowledges that digital storytelling can be a frustrating experience and explains why. He recommends to start small. He covers everything from interviewing, scripting, storyboarding, digitizing, to the use of different tools. Joe Lambert is the Executive Director and founder for the Center for Digital
Storytelling. He holds workshops, has published multiple articles, and a book about digital storytelling. The cookbook compares to Frazel’s book in thoroughness without having the link-collection Frazel provides. Lambert instead focuses on the process in a way that is comprehensive and unique. The audience for this publication is media learners and educators, but also those interested in ideas on how to move forward with the digital storytelling process in general. The Cookbook is a great handbook to have handy and saves frustration. It helps the user keep on track.


Using descriptive experimental correlational research methods the authors conclude that digital storytelling may enhance language literacy, visual literacy, and media literacy skills especially when used in a teacher education programs. Li and Morehead are both professors at the Oakland University in Michigan. Dr. Li is also the technology consultant coordinator for the U.S. Department of Education’s PT3 grant project at Oakland. Dr. Morehead has published several papers in teacher leadership, technology, digital learning, achievement gap issues, and storytelling. The intended audience is educational professionals, especially coordinators of teacher preparation programs, interested in research supporting the use of digital storytelling in the classroom. This paper compares to Blocher (2008) as it discusses use of digital storytelling in a teacher preparation program but also suggests that the skills are transferable as the educator returns to their own classroom which Dogan & Robin (2008) find somewhat unlikely to happen.

Collaboration between undergraduate and graduate students and the two involved professors is described highlighting a way to teach transferable and enjoyable science skills. Undergraduates in a teacher preparation program teamed up with student volunteers in a media production class to collaboratively create engaging digital science stories. Seton Hall University Drs. Martinelli and Zinicola work as Electronic Educational Technology faculty and Early Childhood, Elementary Science Education faculty in the Department of Educational Studies. Intended audiences for this paper are instructional designers, faculty interested in learning communities, and faculty in teacher preparation programs. Like Blocher (2008), Dogan & Robin (2008), Robin (2007), and Li & Moreland (2006), Martinelli & Zinicola suggest digital storytelling as a tool in teacher preparation programs. Further, the authors suggest the additional value of having volunteering media students build portfolios while helping students in a teacher preparation program, making the project close to that of a learning community.


How is digital storytelling relevant to teaching and learning? This paper provides ideas on its use. The document is full of links to helpful resources and includes a sample lesson sequence, sample rubric, and sample storyboard form. Dr. Gail Matthews-DeNatale is the Associate Director of Academic Technology at Simmons College in Boston, MA. The intended audience is teachers in K-16,
helping them with ideas and mentoring in the process of using the technology effectively. A better reference than Jakes’ as it covers the process in greater detail and has extensive links, sample forms and rubrics included, making it easier for the visual instructor to understand the process involved. The paper is very neatly structured with an index and a cover sheet making it look like a professional manual.


McKillops discusses online storytelling as a reflective tool for assessment experiences. She uses the StoriesAbout website discussion board as a tool for students to post their stories, reflect on experiences, and learn higher level thinking skills from each other. McKillop works at Robert Gordon University in the UK where she finished her doctoral studies focusing on enhancing student learning experiences using digital means. The paper does not compare to any other paper in this bibliography as it doesn’t entail actual images, but uses text-based digital storytelling as a reflective tool. The intended audience is instructional designers, researchers, psychologists, and assessment coordinators. This paper presents a novel way to approach collaborative learning, peer-learning, and in an extension higher-level thinking skills through reading other learner’s experiences. Using an online discussion board is a brilliant idea for sharing experiences as an initial step in an even deeper digital storytelling process including images.

Microsoft’s booklet provides uses of digital storytelling in PBL; making connections, encouraging creativity and writing, improving presentation skills, making student’s voices heard, meeting NETS, nurturing lifelong learners, etc. Ideas are included for different age learners and links guide to sample stories. Microsoft is a US software company with world-wide sales. The booklet was developed in close collaboration with Mary Lane Potter, a fiction and academic writer and editor. The booklet targets educators needing ideas in the digital storytelling process for teaching the 21st century learners. The booklet compares to Lambert (2007) and Matthews (2008) Digital Storytelling publications in the thorough explanation of the value that storytelling brings. It doesn’t have the templates Matthews provides but more graphics, making it visually pleasing and user friendly. The booklet is especially valuable for its many ideas on topic selection. Research lists this as the number one problem educators struggle with.


Daniel Pink is the author of several books on the changing workplace and a recognized presenter. He is a contributing editor with *New York Times, Harvard Business Review, Fast Company*, and *Wired*. He expresses that *story* is one of the six senses needed in the conceptual age - an integral part of the human experience. Stories help us create patterns of meaning and understanding and help us remember. Pink’s message is that listening to stories and using our right brain helps us as a society stay ahead in the global game. The intended audience is nation-wide, but educators in particular, as he speaks to how story supplements analytical thinking. The value of the chapter is that it provides a
portfolio with ideas on how to develop “story” and how to incorporate digital storytelling into the curriculum.


The outcomes from a learning community study were Houston students from two disparate classes worked on digital storytelling as a means for self-expression. Students developed enhanced communication skills and higher lever thinking skills while learning writing techniques, storyboarding, technology, and acquired ideas for future use. Participants were first year teachers. Robin is an associate professor of Instructional Technology at the University of Houston. The intended audience is instructional designers and educators interested in implementing digital storytelling and learning communities in the classroom. This study is similar to Martinelli’s & Zinicola’s (2009) that also reported on results from students in teacher preparation programs. Robin, however, focuses on the learning community as per se, while Martinelli & Zinicola focuses on a learning community with volunteers. It is good to keep in mind that several studies do favorably support the use of digital storytelling in learning communities with students in teacher preparation classes.


Focusing on interactive digital storytelling using agents, the traditionally linear storytelling becomes an active conversation when using virtual characters. Based on game play, story engines, and HCI bots/agents, users interact allowing for creation of active story construction/play boosting thought,
training, and learning. Ulrike Spierling is a professor at the Fachhochschule in Erfurt, Germany researching digital storytelling. The use of bots in a 3D world requires knowledge of scripting; therefore this paper has limited interest to the general storyteller. This paper stands on its own in this annotated bibliography as it speaks to game-based storytelling. It is good to keep in mind that digital storytelling can be 3D as well as 2D. On a virtual environment stage, using scripting such as AIML, bots may enhance the digital storytelling dialogue.

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Digital stories let students express themselves – be creative.
Digital stories can be motivating and inspiring.
Digital stories can help with recall and retention.
Digital stories allow students to take ownership of learning and thereby help with reflective and critical thinking.